

**NWX-US DEPT OF COMMERCE**

**Moderator: Deborah Rivera-Nieves**  
**June 25, 2019**  
**1:00 pm CT**

Coordinator: Good afternoon and thank you for standing by. I'd like to inform all participants that your lines have been placed on a listen-only mode until the question-and-answer session of today's call. Today's call is also being recorded. If anyone has any objections, you may disconnect at this time. I would now like to turn the call over to Ms. Deborah Rivera. Thank you. You may begin.

Deborah Rivera-Nieves: All right. Thank you so much, (Erica). Welcome and thank you for joining us for the final installment of the SIPP Webinar Series. This is Webinar Number 7, where our presenter Holly Fee will discuss the basics of education, childcare, child wellbeing and fertility content for Waves 1 and 2 of the 2014 Survey of Income and Program Participation.

If this is your first time attending one of these webinars, I want to give you a warm welcome and also inform you that additional resources for this session and all the other SIPP webinar session are already available on the Census Academy Training Hub site. And Holly will show you where you can find that information in a few minutes, but we can also - we'll also be sending it through the chat.

As always, a few housekeeping items before we get going here. This webinar is being recorded, and within a few days it will be available as a free learning resources on the Census Academy site. The live question-and-answer session will take place at the end of the presentation, but throughout the webinar if you want to send us your written questions instead, the chat feature has been enabled, and we have SIPP subject matter experts who will be monitoring the chat and fielding your questions.

It is now my pleasure to introduce our speaker for today, Holly Fee. Holly Fee is a survey statistician in the SIPP Coordination and Outreach Branch at the US Census Bureau. She has worked on the SIPP Survey on a variety of roles for almost five years. She holds a PhD in sociology from Bowling Green State University. Thank you so much, Holly.

Holly Fee: Thanks, Deb. So as Deb said, I will be your presenter today. This is our last webinar in our SIPP Webinar Series. And we will be focusing on family and fertility today.

And in addition to me we also have Matthew Marlay and then Shelley Irving. They are also on the SIPP Coordination and Outreach Staff, and they will be able to answer any questions that you may have in the chat. And we also have Rose Kreider available as well to answer any questions that you may have about fertility and family. And she is the branch chief of the Fertility and Family Statistics Branch here at the US Census Bureau.

Thanks. So in our SIPP Webinar Series, we've focused on key topics and that it's available in the 2014 SIPP Panel all throughout the month of June, and we've focused on waves 1 and 2 of the Public Use data. But we have recently

within the last couple of weeks released wave 3 of our Public Use data. So those are out there and available for data users.

And in addition to our presentations, we have a variety of supplemental materials that include exercises and handouts for most topics, and on the right of your screen you can see the topic and the associated day in which we gave the SIPP webinar. And if you didn't get a chance to attend any of these or haven't had a chance to look at the materials, as Deb said, most of them are already uploaded and out there, and if you're curious to where to locate them, you can just look at the link on your screen right here.

So today's webinar will focus on our education, childcare, child wellbeing and fertility content in the 2014 SIPP panel. So we'll first start off talking about our education content. So in SIPP we include annual education questions. So we have questions about educational attainment, and this includes respondents that are at least 15 years of age or older. We collect information about their highest level of school completed or degree received.

And we also ask whether they had included high school by earning a high school diploma or a GED. But in addition to educational attainment questions we also have certification questions. So we ask folks whether they have earned a professional certification or license and who issued that professional certification or license.

So for example, perhaps folks have earned a license realtor or they are a certified construction manager or perhaps a project management professional. Things like that we collect information on. And we also have an indicator whether they had earned a - an educational certificate. So things such as a cosmetology or mechanics diploma, or perhaps even a research certificate.

But besides our annual questions, we also have monthly school enrollment questions. So we ask folks what grade level that they are enrolled in during this spell, and we have - this ranges from nursery school all the way up to graduate school as well as any vocational, technical or business school beyond the high school level. And we also include information whether or a preschool or nursery school is actually a Head Start program or not, and this is restricted for respondents that are between three and seven years old and they are currently enrolled in nursery school or a preschool.

We also have information about the type of school enrollment. So we ask folks if they're enrolled in a public, private, charter or home school, what degree they are pursuing, if they have experience any grade repetition, and element or a secondary education as well as any if they are full time or part time enrolled in school or not.

So some important things to know about our education content is that questions are asked for all household members ages three and older who indicate enrollment in school during the reference period. And this is new to the 2014 SIPP panel. In previous panels -- so looking at the 2008 panel -- enrollment in school was just recorded for those that were 15 and over. So now in the 2014 data you have a much wider age range in looking at school enrollment than what you had in previous panels.

We allow up to four spells of enrollment for each person that is recorded in the Event History Calendar, our EHC. And for each spell we - the questions are repeated for each spell. And so the questions that are reported are the monthly ones that we just reviewed here. So for each spell, we then ask what grade level and the type and so on.

Another important factor to keep in mind is that enrollment periods do not overlap. So if you recall, if you attended the overview presentation or have viewed it since, we provide a screenshot of what our Event History Calendar looks like, and if you recall, there's only one education line. And unlike jobs and private health insurance that have multiple lines, there's only one education line, which doesn't allow for enrollment periods to overlap.

And the last point is that it is possible for respondents to be enrolled at - in the same level across multiple spells. So for example, if you see a person that's enrolled in sixth grade in the spring and you look at their fall spell period and they're still in the sixth grade, it is possible.

So if you are interested in using the education variables, these are the variables that you would want to take a look at. So these are our annual variables. So if you're interested in educational attainment, you would want to look at the EEDUC variable. So this is the highest level of education completed. If you're interested in looking at our certification questions, we - again, we have our indicator for a professional certification or an educational certificate.

And we also included an indicator whether the respondent was enrolled at any time during the reference period in our EEDENROLL variable. And again, here's an indicator for any grade repetition that the respondent maybe had in our EEDGREP variable.

And one thing to keep in mind when you look at the data for our annual education variables is that because our public use data is released at a person-month level, for most folks they have 12 records for the reference year. All of the values for each of those months would be the same for our Annual Education Variables.

But if you're more interested in looking at a more of a dynamic view of education, you would probably want to look at our monthly education variables that you see here on your screen. So if you're interested in kind of duration of education spells, you would want to take a look at our EEDBMONTH and our EEDEMONTH variables.

So this is when the enrollment spell began and ended. And here is the EEDGRADE level information, type of school degree. And we also have EEDPRDNUM. So this is our education period num. It's sort of kind of like a counter - a spell counter, if you will. And again, these values may change over the reference period.

So in addition to those variables, we also have a few recode variables for you. So we have an indicator whether the respondent completed high school by diploma or GED. And we include an RENROLL variable for monthly enrollment status. And we also include a recode of RED\_CONTFLG. So this is our Education Continuation Flag, if you will. So it's a continuous status of when spells occurring in month 12 end.

So if you're interested in spell information, you would want to use this continuation flag, if you will, in conjunction with our spell information. So if you look at EEDEMONTH and we see that they end in 12, you would want to look at the continuation flag to really determine whether that spell ended in 12 - in Month 12 or was really ongoing into the interview year.

So to give you an idea of what these data look like, here you have an example using demonstration data. This is one household, one person showing you all 12 months of the reference period by looking at our month code value. We see for this person, if we look at that RENROLL variable -- so again, this is

our recode for the monthly enrollment status -- we see that this person was enrolled in school between January and May of the reference period, and they were enrolled in sixth grade when we look at our EEDGRADE variable.

During the summertime in June through August, this person was not enrolled in school, and so since they were not enrolled in school we see all subsequent education variables that are missing. So they were in sixth grade, and then in the summer we see that value is missing. But when they come back to school in the fall, we see once again they are enrolled in September through December, and now this person is in seventh grade.

And you see similar information when we look at our duration, our begin month and end month variables. When we look at their spell information we see, again, that this person was enrolled - they started their education spell in January. It ended in May. And then their second spell began in September and ended in December.

Or did it really? This is where, again, where we look at our continuation flag and we see that this person had a value of 2 for the continuation flag, which if you could look at through our E-Code book or any data dictionary, you would see that that is associated with the spell continues into the interview year.

And so this is what the data will look like within a wave, and in this case this is example Wave 1 data, but if we add Wave 2 data with that, again, this is a wide format. And in our overview presentation we provide code and show you how to merge data across waves together. So in this case we have a wide file at a wave based, if you will, and before you merge it, you want to make sure that you add either a prefix or a suffix somehow to differentiate it between Wave 2. And in this case, for our Wave 1 variables, we have added an \_W1 suffix, and then for our Wave 2 variables we've added a W2.

So again, we see what we just saw in Wave 1, this person was in seventh grade. But their spell actually continued onto the interview year, which would be Wave 2, beginning of Wave 2, and we see, sure enough, that person is still enrolled in school and now January of Wave 2 all the way through June of Wave 2, and we see, yes, this person is still in seventh grade.

And in this case, in Wave 2 this person is not enrolled in school in July and August, but when they come back in the fall of Wave 2 they are now in eighth grade. And again, if we look at our spell information, the beginning and ending, we see it reflected here that in Wave 2 their education spell began in January, ended in June, and then when they came back in the fall, it began in September and then ended in December.

But again, you want to look at the continuation flag to see if it really ended in December or not, and in this case they have a value of 3, which indicates the spell ends during the interview month. So then we - if we would add Wave 3 data onto this we would see that that person's education spell would end the month that they were interviewed in Wave 3.

So that's what the data looked like in a wide format. But if you're more accustomed to or prefer working with data in a long format or a stat format, this is what the data would look like, and this is exactly what we just reviewed. But in this case, when working with the long file, you want to make sure in your Wave 2 data that you add a value of 12 to the month code before merging because in Wave 2 data and subsequent waves, when you just look at that data alone, the value of month code ranges from 1 to 12.

So you would be unable to merge the data or would you would overwrite your data, depending on your program if you would not add Month 12. So



essentially what you're doing is you're creating a continuous time measure. So January of Wave 2 is essentially 13 months since the survey began, and so on and so forth.

So again, what we just reviewed, we see this person was in seventh grade, but their spell actually continued into Wave 2. We see that they're still in seventh grade. And then when they come back in the fall and their wave - in Wave 2 their second spell of education they're actually in 8th grade. And again, the same information that we saw previously in the wide format, just depending on how you prefer to look and work with data.

So that concludes our education content. We will now move onto our childcare content. So in the 2014 SIPP Panel, our childcare content includes information on childcare arrangements for children that are 0 to 14, so infants all the way up to 14 years old that are living in the household. We collect information about childcare expenses as well as any receipt of childcare assistance.

Some important things to note when working with our childcare data is that childcare arrangement usage refers to a typical week in December of the reference year. And the reason why it is because in order to link the childcare data to employment data in the Event History Calendar, questions are based on the usage in December of the reference period. So any one time or infrequent arrangements, they are not included and captured in the data.

And data are collected for all children ages 14 and under on the household roster. And this includes Type 2 kids. So if you recall from our Overview presentation Type 2 individuals are individuals that live with the reference person at some point during the reference year, but they did not live with the household member at time of interview. So they're not in the household at

time of interview, but at some point during the reference year, they did live with a household member. And information is collected for up to 24 children total. And this includes children on the household roster as well as Type 2 kids.

Questions about childcare arrangements are asked of the reference parent about each of their children that are between ages 14 and under. And in most cases, the mother is the reference parent, but not necessarily. Like if - for example, if there was a household where it was a single father household, he would be the reference parent. But if neither parent is in the household, the guardian or the householder is the reference parent. And if there - if it is a same-sex household the first parent that is listed on the household roster is the reference parent.

Other important things to note, childcare usage is collected for both working in school and nonworking reference parents. And up to 12 different childcare arrangements are collected. Child - the childcare section does not collect information on hours, location or cost per arrangement. And this was done during our redesign process in order to increase efficacy and reduce respondent burden. So now we include a global question about childcare. Payments for all arrangements in children is asked instead of asking for individual hours and locations per arrangement.

So these data are stored on the reference parent's record, but recoded variables are stored on the child's record, and this is something that is new and that is a benefit to the 2014 SIPP Panel. So in previous SIPP panels, data users had to do a lot of manipulation if they were interested in getting a child level estimate. But in the 2014 Panel, we've done the work for you and now we've released recoded childcare variables on the child's records. So that is something that is a benefit and will hopefully really help data users.

And more than one parent may be reported as a reference parent - or more than one adult, rather, may be reported as a reference parent in the household. So for example, if you have a married couple who have two shared children but say the husband has his nephew living with him in the household and he is his guardian, that husband or that uncle, he would be the reference parent to his nephew. And given our rules discussed previously, the mother then would be the reference parent to their shared children. But I don't want to reiterate that parents cannot choose to report one child and not the other. So it's either going to - it's going to follow our selection criteria in selecting that reference parent.

So if you're curious in using these data, these -- again, I want to highlight -- these - all of these variables are located on the reference parent's record. So we include an indicator for whether the - an adult is a reference parent or not in our ERP variable. If you're curious about our 12 different types of arrangements, we - these are our childcare arrangements.

So again, these are our edited variables, and these can be found on the reference parent's record. So we ask different - all different types of arrangements. So child - daycare arrangement, family member, grandparent and so on. If you're - if you want to look at the childcare expenses, so look at our EPAY for the amount they pay for childcare and the amount they pay per week for childcare, in our TPAYWK variable. And here are our assistance questions, so whether they receive help with childcare costs and who pays for it and whether they are on a waiting list or not.

But as I mentioned, new to the 2014 SIPP Panel we have recoded variable that are found on the child's record, again noted here at the bottom. So we include an identification variable or a pointer variable looking at our EREFPAR. So

this is the reference parent's PNUM, and you'll find this on the child's record. And here are the child recode childcare indicators, whether they receive this type of childcare or not.

And some data points to mention is that to address underreporting of Head Start use, the 2014 SIPP asked about Head Start indirectly. And so if they were - if they reported that they had a daycare or a nursery care as a childcare provider, then we then follow it up by asking them if it was really a Head Start program or not. And just to know, individuals that are eligible to be asked -- whether it's a Head Start program or not -- are children between 2 and 7 years of age are the - are asked that follow-up question. And what we found was that the addition of this indirect Head Start questions really did help capture more parents whose children were enrolled in a Head Start program.

So to give you an idea of what our childcare data looked like, again, here we have an example using demonstration data. You - we have two households here. The first household has three individuals, and the second household has seven individuals. So let's start off talking about the first household.

In this household, we see that we have one reference parent, as highlighted by our EREFPAR variable. So we see the reference parent is Person 101. And they point to children 102 and 103. And we see that same information reflected again on the parent - on the reference parent's record. If we look at that ERP variable, again, that's the indicator for whether an adult in the household is a reference parent or not. So we see for Person 101, they do indeed report that they are a reference parent.

And in this case, again, if we look at recoded variables -- again, these are found on the child's record -- we see that both children 102 and 103 report using daycare, and then we also see that indicator whether it's a Head Start

program or not, we see a value of 2. So they're in daycare but it's not a Head Start program. And they are asked this question or they have a value for this question because we see that both children are between two and seven years of age. So Person 102 is five and Person 103 is three years old.

But we also see that for Person - for the reference parent, for Person 101, again, the edited variable is on the reference parent's record. They report that they - their children do not receive grandparents as a childcare. And then on the recoded variable, we then see that value copied to the children that that reference parent is associated with.

And in this case, again, if we look at childcare costs, those are - again, are on the reference parent's record. In this case, this reference parent reports paying for childcare and they pay \$200 a week.

Now let's take a look at the second household. In this case, there are two reference parents in the household. We see for Persons 103 and 105 through 107, their reference parent is Person 101. But for Person 104, their reference parent is Person 102. And again, we see that, if we look at our ERP variable, the indicator whether an adult in the household is a reference parent or not, we see that information reflected. So we see that for both Persons 101 and 102, they report being a reference parent.

But we also see that Person 103 has a value in our ERP variable, and this is because any adult in the household will have a value for ERP. So again, recall SIPP considers an adult anybody who is 15 years of age or older. So in this case, Person 103 is 16 years of age if we look at our TAGE variable. And so therefore we see a value for them.

And again, if we look at the type of childcare reported for this family, we see that they report receiving daycare. But again, for the indicator for a Head Start program or not, we only see values for folks that are between two and seven. So since Person 106 and 107 are both seven and four, we see a value for RDAYHS variable.

And also to note, any individual - any children, rather, who are under age 17 who are not themselves a householder or the spouse of the householder, you will see them have a reference parent indicator, you know, similar to Person 103 in our example, even though they - according to SIPP rules, they are an adult, but they are younger than 17 and not the householder in this case.

And also in this household we see for Person 101 they do report that someone receives grandparent care, and if we look at the children that is associated with Person 101 -- so again, Person 103 through 105 through 107 -- if you look at the recode variable, again, these are stored on the child's record. If you want to get a child level estimate, we can see that it's actually Person 105 that receives the grandparent care in this case. And we see it for Person 102. They report that their children do not receive grandparent care, and we see that reflected on Person 104's record with the value of 2.

And in this case, both of these reference parents report not paying for childcare and they do receive assistance with childcare when we look at our EPAYHELP variable.

So that's what the data look like within a wave. And this example uses Wave 1 data, demonstration data. But if we're - if you're curious in looking at data across waves -- so merging our Waves 1 and 2 and using the examples that we reviewed previously -- if we first start off by looking at our Wave 1 household

again, we see that in both Waves 1 and 2 the reference parent stayed the same across both waves. It's still Person 101.

And in Wave 1 we see that they both reported attending daycare. It was not a Head Start program. And then if we look at Wave 2, we see that in Wave 2 Person 102 not reports receiving daycare. It's still not a Head Start program, but then we see that for Person 103 they now report not receiving daycare and then since they don't report receiving daycare, we see now that they have a missing value for whether it's a Head Start program or not.

Now taking a look at our second household again, we see that Person 101 is still the reference parent to Persons 105 through 107 when we look at their Wave 2 value. And the same for Person 104, we see that their reference parent is still Person 102. But if you notice now, if we look at our EREFPAR Wave 2 variable for Person 103, it is now missing. And the reason why it's missing is not the - this Person is Wave 2 is 17 years of age. So they've kind of aged out having the reference parent, if you will.

And the same thing if we look at their childcare arrangements, we see that for Person 104 through 107 they still report attending daycare for their childcare. But for Person 106, we see in Wave 1 they did have a value for whether it was a Head Start Program or not, but then Wave 2 we see that they are now missing for that variable. And the reason why, again, for children that receive daycare or nursery care, they have to be between two and seven years of age in order to be asked our indirect Head Start question. And so since this person now is eight years old in Wave 2, that's what we see that missing.

So again, so that's what the data look like in a wide format at a wave level. But if you wanted to look at data more in a stacked format or a long format,

this uses the example that we just reviewed, and we see again that reference parent's Person 101, and we see the changes in their childcare arrangements.

And this also continues from our previous example, just showing you in a different format, in our long format. Again, we see how Person 103 is no longer having - has a reference parent because they are now 17 years of age. And we see that missed - the indicator for Head Start missing for Person 106 because they are eight years old.

So that concludes our childcare content. We now will move to our child wellbeing content. So in the 2014 SIPP Panel, our child wellbeing content includes reference and other parental engagement with the child or children. And overall our child wellbeing questions fall into three broad categories, the first one being parental engagement questions.

So we ask questions about sharing meals, reading to children and going on outings with children. Our second category is really about school experience. So we collect information about extracurricular activities, expulsions, repeated grades for children that are 6 to 17 years old. And our last category really captures child - school engagement for children that are also 6 to 17 years of age. And we also have information about a child attendance at religious services.

Important things that you should know about our child wellbeing content is that the universe of respondents consist reference parents, so any adults who are parents of children under 18 years of age.

So as I mentioned previously, SIPP considers adults to be folks that are at least 15 years of age or older. So something to note, it is possible to have a multigenerational family and have a child within that family who has a child



of their own be asked child wellbeing questions and have - and they themselves have a reference parent that asks - that answers questions about themselves.

So for example, if there's a household with three individuals, mother who, say, is 40 years old, has a daughter who is 16 who has a three-year-old, that - the reference parent, the mother, the 40-year-old, would answer questions about the 16-year-old, and the 16-year-old will then answer questions about her one child. So it is possible if you see that in the data.

And again, very much like our childcare content, in most cases the mother is the reference parent. If neither parent is in the household, the guardian or the householder is the reference parent. And in same-sex households the first parent listed on the household roster is the reference parent.

But unlike the childcare questions, the child wellbeing questions do not have a specific reference period. So if you recall, the childcare questions reference back to December of the reference year, but the - our child wellbeing questions do not have a specific reference period.

And much like the childcare questions, though, we do have recoded variables, and those are released on the child's records. So again, this is new to our 2014 SIPP Panel, and if you're interested in creating a child-level measure, you know, we've already done the work for you by releasing these recorded variables on the child's record.

But compared to older SIPP panels, the redesign child wellbeing section of SIPP has fewer questions, and this is done so - to be more efficient and less burdensome of the respondents, but one area that we improved on in terms of question number is our school engagement questions. And so in the 2014

SIPP, we use a series of four questions that is used in the National Survey of America's Families, the NSAF, to measure school engagement. And past research has shown that these questions can be used to create a composite score for school engagement.

And also too of note is that if you've used any - our previous SIPP panel, if you've used our 2008 SIPP Panel, the school engagement questions in the 2014 SIPP are somewhat different compared to the '08 panel, and therefore they're not directly comparable. So please keep that in mind if you've used our '08 panel and are interested or are using our '14 panel.

So if you are interested in looking at our child wellbeing variables, we have a variety of edited variables. Again, these are stored on the parent's record. So we ask frequency of eating dinner with the parent, reading to them, going on the outing, any repeated grades, whether the child is taking a gifted class or if they're involved in a club or not, and again, here's our attendance at religious activities.

And so something to know, if you're curious and looking at engagement by the other parents, so the other parent may be a resident or nonresident. So if the reference parent is married or in a registered domestic civil union partnership, the other parent is his or her spouse. But if he or she is not married, the reference parent, the other parent is the nonresident biological child. So that's how - that is the difference in the wording when we collect the data.

But as I mentioned, what's new to the 2014 SIPP Panel are the recode child wellbeing variables. So again, you can find these on the child's record. And they are for the recode variable. So exact same content that is the edited

variables that's on the parent's record. And if you're interested in school engagement, again, here are those four recoded variables for you.

And along with the presentation and the exercises with this presentation, you also should have found a handout for this - on this - for this presentation. So that handout is the child wellbeing content. And so this is a really gray, quick two page handout that really summarizes the topic in the variable name and whose record that variable is located on as well as the age of the children that the questions are - apply to. So if you don't already have that handout handy, I would make sure to reference that and keep that if you're interested in using our child wellbeing variables.

So to give you an idea of what our data look like for the child wellbeing variables, here we have an example using demonstration data. We have three households here, just showing you the first month of the reference year. The first household has four individuals. The second household has three, and the last household has five. So first starting off with the first household, we see, again, if we look at our EREFPAR, so this is the identification variable, or pointer variable, if you will, about who is the reference parent and to whom, and if you look, for Persons 103 and 104, their reference parent is 101.

And we see in this case, the parent reports the edited variable for dinner frequency, again, as on the parent's record we see this parent reports having dinner with her child seven days a week. And then on the recoded variable we see that this is - this value is then stored on the child's record. And if you look at the child wellbeing handout, if you look at the frequency of eating dinner with the parent, you will see that it is - the type of question is it's a global question.

So what I mean by that is that it's asked once of the parent, and then whatever that value is is then copied onto all of the children that they point to versus a child-specific variable and that those values may change between children regardless of if the reference parent points to more than one child, the values can change.

And if we look at the club participation variable we see that the reference parent reports that their children do not participate in a club, and we - if we look at the recoded variable -- again, this is on the child's record -- we see that for Person 103 they have a value of 2 indicating that they do not participate in a club, and it's missing for Person 104, just exactly the point that I had mentioned, because if you refer to the handout, children that are 6 to 17 years of age are asked whether they participate in a club or not. And so since Person 104 is only five, they are not in universe for that question, and that's why we see a missing value.

And the same thing, a similar idea when we look at our recoded variable for get-bys or one of our school engagement variables, we see for Person 103 they have a value because they are 6 to 17 years of age. They are 14 years of age, so they are then asked that question.

Now moving to our second household, we see that this household, again, has one reference parent in the household, but if we take a look at their demographic data, we see that this reference parent is 29 years old, and they are a male. So earlier I had mentioned, you know, first almost all the time the mother is the reference parent, but in this case, since there's only one parent in the household it is the father. So this would be an example of when you would see the father as the reference parent.

And again, if we look at their frequency of eating dinner, on the edited variable we see the parent report eating dinner with their children five times a week and then we see that value copied on the recoded variable that's on the child's record showing five.

And similar what we see - what we saw in Household 1, we see that this reference parent reports that their children do not participate in a club, and we see that value copied to Person 102's record. They're highlighted in green for you. And we see also on Person 102's record, we see a value of GETBY, again because this person is between 6 and 17 years of age.

Now turning to our third household. In this household we see that there are actually two reference parents. So for Persons 103 and 104, their reference parent is Person 102. So if you look at Person 102, we - if we look at ESEX -- so 1 is for male, 2 is for female -- we see that in this case it is indeed the mother. But for Person 105, their reference parent is Person 101. And this is the husband in the household. And this would be an - this example would be what I mentioned previously like perhaps this is a married couple with two children and like a nephew lives in the household. So that's why we would see to reference parents.

And again, we see our child wellbeing content copied when we look at our edited variables and our recoded variables. For person - Reference Parent 101, they report having dinner with their child seven days a week, and we see that copied over to the recoded variable for that child that's associated with that reference parent. They are highlighted in red for you.

But if we look at for Person 102 in the blue cells we see that they report having dinner with their child six days a week and then again we see the

information copied in the recoded variable to the children that's associated with that reference parent, so on Person 103 and 104's record.

And if we look at whether they were involved in a club or not, again, we see that for Reference Parent 102 they report, "Yes, my child is involved in a club." And in this case, both of their children that they point to, Person 103 and 104, they both indicate that they were involved in a club on the recoded variable. And what we look at when we get the RGETBY variable, again, this is a child specific variable. So even though Person 103 and 104 share a reference parent, because it is a child specific variable, we see different values in that recoded variable on that child's record. And again, both of these children are in universe to be asked that question because they are between 6 and 17 years of age.

So if we add Wave 2 data to this -- so this example continues from our previous example -- again, in Waves 1 and 2 the reference parent remains the same. And the frequency of eating dinner has remained the same over the wave. But we see in Wave 1 for Person 104 they are missing for whether they were in a club or not.

But if we look at their Wave 2 data, we see now that they have a value of 1 indicating that they are in a club on the recode variable, and because they are now in universe. So they are 6 to 17 years of age. And so we see that reflected when we look at the parent's record in our ECLUB variable. So again, the edited variables are on the parent's record, and the recoded variables are on the child's record. We see now that this parent reports that, yes, indeed one of my children do - are - is involved in a club.

And the same thing, what we see here with the RGETBY, the school engagement question. We see now that Person 104 has a value in Wave 2, but they were missing in Wave 1.

So that's in a wide format. If you're - again, if you like working with long data as opposed to wide, this is what it would look like in a long format. Again, just looking at January of a year. So again, we see same reference parent over Waves 1 and 2, and we see their frequency of dinner is reflected as well as the club membership and the RGETBY variables.

So that concludes our child wellbeing content. Again, if you haven't already, I would encourage you to have their child wellbeing handout available that is on the web site now for you to download, if you're curious in using these data.

Now we will turn to our fertility content. So the fertility content in the 2014 SIPP includes fertility history. So we collect complete fertility history for all adults, including men and women who are at least 15 years of age or older. In prior SIPP panels we asked a lot more questions of women than men. But now data users have similar questions for both men and women.

So we include information such as total number of biological children, the birth year of their child or children, the respondent's age at year at first - the respondents age and their year at first birth and whether their current relationship with a spouse or partner is childbearing or not.

And also what is new to the 2014 SIPP Panel is that we include an indicator for whether the respondent had experienced multiple partner fertility. And this is - this provides the first nationally representative estimates of multiple partner fertility. So again, we ask a direct question about multiple partner fertility, and it's asked of all adults that have more than one child. And we

also include information about grandparent status or not, and so this is restricted to respondents that are at least 30 years of age or older. They're asked whether a grandparent or not.

Some important things to note on the fertility content is that respondents are asked fertility questions only if they identify themselves as a parent, either by identifying a dependent child, biological, step or adopted on the household roster or by an affirmative answer to the following. So this is our parent screener, fertility screener question. So we ask them, "Do you have any children?" So we ask them to include biological, step or adopted, both living and deceased. And this is our parent screener, fertility screen was new to the 2014 SIPP Panel, and we did that in part to help streamline the interview.

And individuals who answer none or 0 to how many children they have given birth to or biologically fathered are not asked any further fertility questions. You will see a value about total number of fertility, but if they report 0 or none, any subsequent questions they are screened out of, and you'll see that in a moment.

So if you're interested in our fertility variables, if you want to look at fertility history, I would encourage you to look at our TCEB variable. So this is the total number of biological children. So all adults will have a value for this variable, regardless if they had children or not. We also have the year, the birth year of their children. So children 1 through 20. Again, here's our indicator for multiple partner fertility, our EMPF. So we ask whether they have - the respondent has children with multiple partners or not.

So in addition to those edited variables, we also include a few recode variables for you. So if you're interested in the age at first birth, the year at first birth as well as the number of childbearing unions, our RCB\_UNION variable as an



indicator, whether the current relationship with a spouse or partner is childbearing or not. And we have our TMPF\_YR this is the year that the respondent entered multiple partner fertility.

Some important data user notes for you is that the fertility information was collected from respondents to reflect their status at interview month. And the data were edited to reflect fertility at that time. So a lot of other data content areas on the 2014 SIPP, everything is kind of edited back at time at the end of the reference period. But fertility's a little bit different in that we edit it back at the time of interview.

And overall missing data is low in the fertility section in general. And among those that responded to the fertility section, between 2% and 21% of key fertility questions were missing in Wave 1, and you can see the key fertility questions included there on your screen.

A higher proportion of men than women reported no children via our parent or fertility screener. But we did do consistency checks. They were made, and the data suggests that men's fertility may not be reported in full. And so this is true for both Waves 1 and 2. So in Wave 1 of the 2014 SIPP Panel, roughly 68% of men that were 15 or older answered for themselves. But then 27% of men's responses were given by female proxy. So women who report on the men's fertility may be error prone. So that, I think, helps explain what we found.

And lastly, among comparable items, the distribution of responses are very similar in the 2014 SIPP Panel to that, what is found in the 2008 SIPP Panel and our Wave 2 Fertility Topical Module. And you can see the comparable items there. And just overall, a final note on our fertility is that the difference

in the proportion of reporting of men or reporting no children is consistent with other surveys.

So to give you a better idea of what the data look like using demonstration data, so here we have an example. Three households, just showing you January of the reference year. The first household has three individuals. The second household also has three individuals, and the last household has two individuals.

So if we look at the first household we see that for Person 101 they report having two children. So this is, again, the TCEB is their total number of children. And those children were born - the first child was born in 1966, and the second child was born in 1969. This person reports not experiencing multiple partner fertility. So in this case, 1 is yes, 2 is no for our EMPF variable.

If we look at Persons 102 and 103 in the household we see that they, again, they both report having two children. We see that their children were born in - the first child was born in 1994. The second child was born in 1997. They also report not experiencing multiple partner fertility. If we look at their total number of childbearing unions is 1 in the report the - that their current union is indeed the childbearing union. So again, that household Persons 102 and 103 have shared fertility, and they both have their two children.

If we look at the second household we see that for Person 101 they have two children. Their first child was born in 1990, and their second child was born in 2000. They report having one childbearing union and their current union is not a childbearing union. So if we look at their cohabiting partner in this case, we see that she reports not having any children, and because of that we see that all subsequent fertility items are missing for her.

And if we look at Person 103 we see that they are missing on all of the fertility questions because, in this case, this person is 14 years of age. So again, the fertility questions are only asked of individuals that are adults. So in SIPP's case, if they are 15 years of age or older they will have responsive to our fertility content. But in this case she is only 14 so we see her missing on all of those variables.

Now moving to our third household, we see that for Person 101, they report having three children, and we can see in the red boxes, we see their associated years in which these children were born. And this person does report experiencing multiple partner fertility if we look at the purple box on your screen. And they report having two childbearing unions, and their current union is indeed a childbearing union.

So if we look at their spouse, we see that their spouse reports having two children, and their first child was born in 1980. Their second child was born in 1982. They have not experienced multiple partner fertility, if we look at the purple box. And they've only been in one childbearing union, which is their current union. And we see that reflected here on the screen and that we can see their shared fertility there circled in the red circles.

So continuing with the example that we discussed previously, now we're just adding Wave 2 data onto our Wave 1 data. Again, this is a wide format. So we see in Wave 1 that Persons 101 and 102 have fertility information but Person 103 is missing because they are 14 years of age. But if we look at their Wave 2 data, we see now for Persons 101 they report having three children and Person 102 reports having one child.

And we see for Person 101 now in Wave 2 they're indicator for multiple partner fertility is now a 1 compared to a 2 in Wave 1. And their current union is indeed a childbearing union. And we see for Person 103 who is now 15 years of age in Wave 2, they now have a value for the total number of children, which is 0 in this case, as shown in the green box.

And you also notice that since Persons 101 and 102 had a child in 2014, we now see that this person was added to the household. So now this infant is now Person 201. So again, if you want to know more about PNUM I would encourage you to go back and review our Overview presentation as well as our Demographics and Residences presentation. We discuss PNUM a little bit more in detail for you.

So that's what the data look like in a wide format. Again, if you are more interested in looking at the data in a long format this uses the exact same example that we just reviewed but just in a long format or a stacked format. Same information that we saw previously, and again we see that in Wave 2, that infant is added to the household roster and has their own data in the data set. Again, same information. Now Person 101 reports multiple partner fertility in Wave 2 and now Person 103 has a value for our TCEB variable because they are now in universe. They are 15 years of age.

So that concludes our fertility content. I now will briefly review resources if you're interested in more about these data. So there is supplemental material for this webinar. So we include exercises, and the exercises include handouts as well as SAS and STATA solution code for you. So we have exercises on our education, childcare and fertility content. In addition we have that child wellbeing handout for you, and you are able to access all of those materials at the link there on your screen.

If you're curious or want to know more about our data, I would encourage you to look at our SIPP web site. You can also check out our Census FTP site, and this is where you could download the data directly. We - there's also a SIPP page on the National Bureau of Economic Research page, the NBER. They have SIPP data, so especially if you're curious about prior SIPP panels or if you prefer to use SBSS, those data are available at their site.

If you want to look at some technical documentation, again, our SIPP Web site is the best resource for that. We include the User's Guide. We have metadata, user's notes, code books and as well crosswalks between the '08 panel and the '14 panel. If you're curious about our publications that have used the data that we discussed today, here are our hyperlinks to those reports. So we have a Child's Day, so looking at the parental interaction, school engagement and extracurricular activities. If you're interested in our fertility, we have a Fertility Research Brief, as well as that multiple partner fertility research brief is out there for you as well.

So the family fertility concludes this SIPP webinar series. Again, if you had missed any of the previous webinars be sure to check them out at the link there shown on your screen as well as on the right hand side of your screen you can see which topics were discussed and the associated dates that we presented those webinars.

So with that I want to thank you for joining me this afternoon. And we will now open the line for any questions that you may have. And in the future if you have any questions, feel free to email us at [census.sipp@census.gov](mailto:census.sipp@census.gov) or give us a call there on the - of the phone number on your screen. All right? Thanks, everybody.

Coordinator: All right. Thank you. To ask a question, please press star followed by 1. Please ensure that your phone is unmuted and record your name clearly when prompted. Again, that is star followed by 1 to ask a question. Please press star 2 to withdraw your request. One moment while we wait for questions to come in.

So at this time I do show that there are no questions on the - just a moment. We have one. Our question comes from (Iesha White). Your line is now open.

(Iesha White): Hi. I just had a question in terms of fertility. I was looking at the ages of the children 1966, and this on 2019. So I was just a little - is that an example to be used or was that something that was done recently?

Holly Fee: Yes. So this all uses demonstration data, but we do include an historical -- and Rose, correct me if I'm wrong -- we do include a historical collection of the fertility behavior. So when we ask fertility questions, it's not the - there's no age restriction to the children that we collect information on.

(Iesha White): Okay. I was just, you know, 1966 and 2019 as far as a child being born, I'm like, okay. I didn't know that that was done at, you know, fertility in terms of to parent a child that age. That's why I was questioning it.

Holly Fee: No, it's a great question. Thank you.

(Iesha White): Okay. Thank you.

Holly Fee: Yes.

Coordinator: Our next question comes from (Jaime Cortado). Your line is now open.

(Jaime Cortado): Hi. Sorry. Just to see - first programs on SIPP, I was wondering how do you keep the data in check or in synchronized or how do you prevents leaps of when you update one section to the next one or - I noticed you had a lot of dependencies in your tables. How do you keep track of those?

Holly Fee: Rose, you want to handle that one, about your review process?

Rose Kreider: I guess I'm not really clear what you're asking.

(Jaime Cortado): When you enter information you can have information that changes - it has implications on other parts of the database and how do you keep it from forming into the loops of your - like - or how do you prevent contradictions in your database?

Rose Kreider: Only some contradictions are we trying to prevent basically because there - we're all organized - the division is organized into specific teams that focus on particular content, and so within that content we try to make it as consistent across different people in the household, across different information as we can.

But it is also possible -- and it's not perfect. We do the best we can with that, but there - it's also true that across different teams sometimes there might be something where, you know, across employment and -- I'm trying to think of a good example -- you know, I'm not going to be able to come up with one on the fly, but there may be instances where one team is editing a certain set of information. A different team is editing the other content, but if you cross them it won't be exactly lining up.

And so that does happen sometimes. But yes, there are a lot of dependencies. We've done the best that we can in trying to reduce the number of, you know, inconsistencies across that information. But if you take a close look, you - it's not absolutely perfect, for sure.

Matthew Marlay : Right. And so just to add to what Rose is saying, ultimately we rely on what the respondents tell us. So the things that are blatantly contradictory -- I'll use an example -- in the Intro presentation about somebody who tells us they're not a US citizen but they were born in Texas. Well, that's just - you know, we know that that's wrong, and because those questions are handled by the same subject matter area, their edits will correct that inconsistency. But there definitely going to be inconsistencies across sections.

But we - when we try to correct those, we always err on the side of taking what the respondents tell us as fact. You know, obviously it's not going to be 100% accurate, but, you know, because they are providing this information to us, we have to rely on what they say

(Jaime Cortado): Okay. Thanks.

Coordinator: Our next question comes from Dr. (Darlene Lee). Your line is now open.

(Darlene Lee): Yes. Good afternoon. Could you tell me, will the information presented today be available for future references?

Holly Fee: Yes, it will. And the recorder presentation today should be up in about three days or so. But yes, so the PDF of the presentation slides is already out there as well as that child wellbeing handout.

Woman 1: Oh. Thank you very much.



Coordinator: At this time there are no further questions on the phone.

Deborah Rivera-Nieves: Okay. Thank you so much. And we'll hang out a few more minutes to see if any questions do come in through the phone line.

Very quickly, before we conclude the call for today, you will see when you disconnect from the WebEx event an evaluation survey that's going to pop up on your screen, and we'd like to ask that you please take a few minutes to fill it out. You can tell us how we did, what you think about the way that we covered the topic, how we can improve our webinars and also any other topics that you'd like to see us cover in future webinars.

If you want to stay connected, either with the Census Academy or SIPP - the SIPP program, you can visit either one of those sites at [Census.gov/academy](https://www.census.gov/academy) or [/SIPP](https://www.census.gov/sipp) and you will see a prompt to subscribe and stay connected. That way you can get all the newsletters for any webinars that are coming out or any new information. So we encourage you guys to subscribe if you want to receive those.

So we'll do one other check to see if we have any questions. (Erica), has anything come through?

Coordinator: Yes. We do have a question from (Moses).

Deborah Rivera-Nieves: Okay.

Coordinator: Your line is now open.

(Moses): Hi. My name is (Moses). So actually if your data also looks at - first that you have data on zero backs, but then do you also look at ever pregnant and what do the pregnancy (unintelligible)?

Shelley Irving: I don't believe those data are available. If I could...

(Moses): Okay. What about desired fertility?

Shelley Irving: Oh, like fertility expectations?

(Moses): Yes.

Shelley Irving: No, I don't believe those data are available either.

(Moses): Okay. Thank you.

Shelley Irving: Yes. Thank you.

Coordinator: At this time I do show that there are no further questions on the phone.

Deborah Rivera-Nieves: All right.

Coordinator: Just a reminder...

Deborah Rivera-Nieves: So - I'm sorry. Go ahead.

Coordinator: I was just going to give them the reminder, to ask a question press star 1.

Deborah Rivera-Nieves: Please go right ahead and do that. Yes. Okay. So I want to take a moment and express my sincere gratitude for the SIPP team -- Matthew

Marlay, Holly Fee, Shelley Irving and also all the folks across the Census Bureau who assisted throughout the webinar series, Rose Kreider, (Marc Clee) and (Heidi Jackson), they were all assisting us in managing the chat and with the question-and-answer session. So thank you...

Coordinator: So we do have a...

Deborah Rivera-Nieves: ...all of you.

Coordinator: ...we do have a question on the phone. It comes from (Ray). Your line is now open.

(Ray): Yes. I - my question is basically related to the previous sessions. I noticed that she put the session links in the actual slide, but there - is there a way that we can get those like in the actual chat so we can select them or what not?

Holly Fee: Matthew or Shelley, can you send those on the chat?

Matthew Marlay: Sure. We can send those. I'll send them into the chat right now. (Ray), if you want to give me a minute, I'll get them to you.

(Ray): Sure.

Matthew Marlay: Okay.

(Ray): Sure. Thank you.

Coordinator: Okay. There are no further questions.

Deborah Rivera-Nieves:        Okay. Great. So once again, thank you so much to the SIPP team and all the folks that assisted throughout the webinar series and also for accepting the invitation to participate in the Census Academy Web site launch. So - and also thank you to everyone who joined us for these sessions. Whether it was one or several of them, we really appreciate it.

And it's been my pleasure to be the host for this Web series. We hope to see you again very soon. And thank you so much. Have a great afternoon.

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